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ONTARIO

Department of Education

Regulations, Examinations, and Courses of Study

FOR

PRIMARY SCHOOL SPECIALIST CERTIFICATES

Session 1939-1940

PRINTED BY THE ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO

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REGULATIONS, EXAMINATIONS AND COURSES OF STUDY

FOR

PRIMARY SCHOOL SPECIALIST CERTIFICATES

IMPORTANT NOTICE

Before an applicant who has not previously passed the physical examination, is admitted to the course she must pass a physical examination conducted by a medical examiner appointed by the Minister of Education. The medical examination, for which a fee of $2.00 will be paid by the applicant, will be given at the Normal Schools a few days before or after the opening of the term. The applicant will be given due notice of the time and place at which she is to present herself for the medical examination.

In the event of the rejection of the applicant in consequence of the medical examination, the fee will be refunded and the actual cost of transportation both ways between the Normal School and the applicant's home will be paid by the Department of Education.

REGULATIONS AND EXAMINATIONS FOR PRIMARY SCHOOL SPECIALIST CERTIFICATES

1. The course for Interim Primary School Specialist certificates will be given at the Normal School at Toronto should the number of applicants for this course justify its establishment.

CONDITIONS OF ADMISSION

2. For admission to the Interim Primary School Specialist course the applicant shall submit with her application,

(1) *One* of the following:—

(*a*) An Interim or Permanent First Class certificate.

(*b*) A certificate that she holds from a British University a degree approved by the Minister as to standard and content of the courses.

(2) A certificate from a competent authority that she is able to read music, to sing, and to play at sight on the piano, the said certificate to be subject to the approval of the Instructor in Music at the Normal School when the candidate presents herself at the school.

3. Application for admission, accompanied by the documents prescribed above, shall be made to the Deputy Minister not later than August 25th on a form to be supplied by him. On receipt thereof the Deputy Minister will send the applicant a card of admission to the course for which she is an applicant. Without this card she will not be admitted.

Sessions, Terms and Vacations

4. The sessions, terms and vacations of the Interim Primary School Specialist course shall be those set forth in Section 5 of the Regulations of the Normal Schools of Ontario.

Duties of the Staff

5. The duties of the staff shall be those set forth in Section 6 of the Regulations of the Normal Schools of Ontario.

Duties of Teachers-in-Training

6. The duties of teachers-in-training shall be those set forth in Section 7 of the Regulations of the Normal Schools of Ontario.

Library, Religious Instruction and Literary Society

7. Teachers-in-training shall participate in the library facilities afforded by the Normal School, shall be members of and shall take part in the meetings of the literary society of the Normal School, and shall attend the periods of religious instruction provided by the Normal School.

Programme of Studies

8. The courses of study for the Interim Primary School Specialist certificate shall consist of the following as defined herein:—

Group I.

Principles of Primary Education; Organization and Management; Primary School Activities; Methodology of Kindergarten Groups; Methodology of Grades I and II.

Group II.

Supervised Observation and Practice-teaching in the Kindergarten and Grade classes of the Primary School.

Group III.

Library Methods; Religious Instruction; and the work of the Literary Society.

9. The class periods shall be distributed among the various courses for the Interim Primary School Specialist certificate, exclusive of observation and practice teaching, approximately as follows:

Principles of Primary Education, 100; Organization and Management, 50; Primary School Activities, 100; Methodology of Kindergarten Groups, 80; Methodology of Grades I and II, 80.

Observation and Practice-Teaching

10. (1) As soon as the initial organization of the school will permit, one lesson a day to a total of ten lessons shall be devoted to the general study of lesson planning by the master who has charge of Principles of Primary Education. The following aspects of lesson planning will be stressed—motivation; equation of subject matter in difficulty and amount with mental age; clarity and vividness in presentation; development as the reconstruction of experience; pupil participation and self activity; organization of the new experience.

(2) At the same time a supervised series of ten demonstration lessons illustrating the application of these principles to the teaching of various lessons and subjects shall be given in the Kindergarten and Grades I and II of the Primary School. As far as possible these lessons should constitute the factual bases of the study of the principles of lesson planning.

(3) Teachers-in-training shall be divided into suitable groups and the work of observation and practice-teaching shall be taken up systematically according to a time-table arranged by the Principal. Observation and practice-teaching for each teacher-in-training shall be arranged so as to cover in as many subjects as possible the work of the Kindergarten and Grades I and II. At the close of school each day of practice-teaching, the work shall be discussed by the practice school teacher, the teachers-in-training, and the Normal School masters when present. At least that group to which the teacher-in-training belongs shall be present at the discussion of her practice-teaching lessons. The valuation of the lesson shall be determined by the practice-school teacher or by the practice-school teacher in conference with the Normal School master. The teacher-in-training shall be given no information as to the marks assigned to the lessons.

(4) The first five practice-teaching lessons taught by each teacher-in-training shall be prepared in consultation with a Normal School master or a practice-school teacher. Every care shall be taken to ensure the reasonable success of these initial efforts in order that the teacher-in-training may develop confidence. Thereafter the extent of assistance to be rendered in the preparation of practice-teaching lessons is to be gradually but not abruptly diminished.

(5) Unless otherwise provided each teacher-in-training, after the five initial practice-teaching lessons have been completed, shall write one directed observation per week and teach one practice-teaching lesson per week under the supervision of an accredited practice-school teacher to a total of twenty observation and twenty practice-teaching lessons.

(6) The Principal shall arrange with the local Board and the local City Superintendent or the local City Inspectors, as the case may be, to make provision during the first term for one week of continuous observation and practice-teaching in a Kindergarten and for one week of continuous observation and practice-teaching in a Grade I class and during the second term for one week of continuous observation and practice teaching in a Kindergarten and for one week of continuous observation and practice-teaching in a Grade II class under charge of teachers who are capable of affording guidance.

He shall also arrange with the Board and Inspectors of the city or town most convenient for each teacher-in-training to make provision for continuous observation and practice-teaching for one week in a Kindergarten and for one week in a Grade I class during the two weeks following the Christmas vacation and for continuous observation and practice-teaching for one week in a Kindergarten and for one week in a Grade II class during the two weeks following Easter vacation, under charge of teachers who are capable of affording guidance.

Expenses incurred by teachers-in-training during the eight weeks of continuous observation and practice-teaching will not be borne by the Department. Care is to be exercised, however, that minimum expenditures on the part of teachers-in-training are involved. During this period each teacher-in-training shall undertake such duties as opening and closing school, marking the register, checking class exercises, supervising seat-work and playground activities. She shall also teach two lessons on the second day, four on the third day and take full charge of the school under supervision of the teacher during the remainder of each week.

(7) Assignment of practice-teaching lessons referred to in subsection (5) shall be made by the accredited practice-school teachers subject to the supervision of the Principal of the Normal School. Observation lessons referred to in subsection (5) shall be assigned to the accredited practice-school teachers by the Principal of the Normal School who shall make provision for the demonstration of various types of lessons as well as for the presentation of various subjects throughout the classes of the Primary School. Teachers-in-training shall submit lesson plans for the practice-teaching and written reports on the observation referred to in subsection (5) to the Principal of the Normal School. In case of lessons referred to in subsection (6) plans and reports shall be submitted as directed by the Principal.

(8) As far as possible the practice-teaching of each teacher-in-training shall be seen and valued by at least two members of the Normal School staff. The practice-teaching of each teacher-in-training whose progress is considered unsatisfactory shall be seen and valued by the Principal of the Normal School.

(9) The maximum marks assigned to each practice lesson and to each written lesson report shall be 100. When more than one lesson is taught in a day, each shall be valued on the basis of 100, up to a maximum of four lessons. If more than four lessons are taught the best four shall be valued.

A record of the valuations assigned all practice-teaching lessons of each teacher-in-training shall be made on a graph sheet furnished by the Department as well as in the record book of the Normal School. Marks assigned by accredited practice-school teachers and marks assigned by Normal School Masters are to be severally designated. On a date to be specified near the close of the term the graph record sheets of the practice-teaching of all teachers-in-training shall be furnished to the Department together with the sessional records by each Normal School.

SESSIONAL RECORDS

11. (1) The Sessional Records shall consist of the records of term examinations, oral and written class tests, practical work and practice in valuing answer papers of practice-school pupils.

(2) The general attitude of the teacher-in-training toward the work, her adaptability to teaching and the probability of her future success as a teacher shall be taken into consideration in determining her sessional standing.

(3) A teacher-in-training who in any subject obtains 66 per cent. of the marks assigned to that subject on the sessional records for term work, class tests, and term examinations may, on the recommendation of the staff, be exempted from the final examination in the subject.

FINAL STANDING

12. (1) The final examination papers in Group I will be prepared by the Department. The answer papers will be read in the Department by a committee selected from the Normal School staffs.

(2) The maximum number of marks for each subject in Group I shall be 200, of which 100 marks shall be allowed for sessional records and 100 for the final examination.

(3) The maximum marks for observation shall be 500, and for practice-teaching, 1,000.

13. (1) A teacher-in-training who holds the entrance requirements to the Primary School Specialist course and who at the final examinations obtains 60 per cent. of the marks in each subject of Group I and 60 per cent. of the marks in each of the divisions of Group II, may, on the recommendation of the staff, be granted an Interim Primary School Specialist certificate valid for four years.

(2) A teacher-in-training who holds the entrance requirements to the Primary School Specialist course and who fails in not more than four subjects of Group I, and who passes in Group II, may be exempted from further attendance and may complete her standing for an Interim Primary School Specialist certificate by re-writing together at one annual examination or separately at different annual examinations, the examination in the subject or subjects in which she failed, but no allowance shall be made for sessional records at such examinations.

(3) All other candidates who have failed to obtain the necessary final standing shall be required to repeat the course by attendance at a subsequent second term beginning after Christmas vacation.

(4) Candidates who for any cause are required to attend another session, in whole or in part, shall make application to the Deputy Minister for a card of admission.

(5) The pass standard for all candidates exempted from attendance is the same as that for teachers-in-training in attendance, but no allowance shall be made for sessional work.

14. (1) The holder of a Kindergarten Directors' certificate obtained under previous Regulations or the holder of an Interim or Permanent Kindergarten-Primary certificate may be granted an Interim Primary School Specialist certificate provided that she has attended for at least the second term of the Primary School Specialist course given at a Normal School and has passed the final examinations in the subjects of Group I and Group II.

(2) The holder of an Interim Primary School Specialist certificate may be granted a Permanent Primary School Specialist certificate after three years' successful teaching experience in a Primary School on the recommendation of the Inspector or Inspectors under whom the required teaching experience was obtained. The holder of both an Interim Primary School Specialist certificate and an Interim First Class certificate may be granted both a Permanent Primary School Specialist certificate and a Permanent First Class certificate after three years' successful teaching experience in a Primary School on the recommendation of the Inspector or Inspectors under whom the required teaching experience was obtained.

APPEALS

15. A candidate who has passed in Practice-Teaching, but has failed at an examination for a Primary School Specialist certificate may have her case reconsidered if, within two weeks after the announcement of the results, her appeal, with a statement of the grounds on which it is based, is lodged with the Deputy Minister, accompanied by a fee of $2.00 per paper. This fee will be returned to the candidate if the appeal is sustained.

16. The Regulations governing the Normal-Model Schools shall be those set forth in Section 22 of the Regulations of the Normal Schools of Ontario.

17. The Regulations governing the Urban Practice Schools shall be those set forth in Section 23 of the Regulations of the Normal Schools of Ontario.

COURSES OF STUDY FOR INTERIM PRIMARY SCHOOL SPECIALIST CERTIFICATES

Principles of Primary Education

1. A short course in lesson planning based on an objective analytic study of observation and demonstration lessons and leading to the discovery of essential principles—motivation, immediate and continuous; equation of subject matter in quality and quantity with age interest and age ability; clarity and vividness in presentation; development by questioning; pupil participation and self activity; consolidation of new experiences.

2. *Levels of behaviour and learning*: Unplanned, trial-and-error behaviour, planned or intelligent behaviour; levels of planning, the recall of experience, the reconstruction of experience, the function of language; levels of execution, instinctive tendencies, emotional drives, the development of habits and skills, the development of volitional control and deliberation.

3. *Intelligence testing*: A study of the authorized test and of other tests; practice testing.

4. A study of characteristic developments at successive mental ages; Manipulation, language, social adjustment, intellectual adjustment; reading, writing, drawing, and arithmetic readiness; volitional development at successive ages, discipline and the mechanics of control, self control and behaviour, self control and deliberative thinking.

5. *Feelings and emotions*: Attitudes; the process of conditioning, reconditioning.

6. *Educational health*: Conflicts among instinct-emotions, between ideals and reality; suppression; sublimation; complex-formation; integration: treatment of mental disturbances, over-introversion, over extroversion, perversion; treatment of special types—backward, accelerated, physically handicapped.

7. The history of the development of the Kindergarten.

ORGANIZATION AND MANAGEMENT

1. *Classroom management*: Assembly and dismissal; cloakroom supervision; treatment of late arrivals; treatment of absentees; permissive retirements and other activities; class control; direction of questions and reception of answers; treatment of misdemeanours; group recitations and group activities; personal appearance of teacher and pupils; classroom tidiness.

2. *General management*: Lavatory supervision; playground supervision; coming to and going from school; class excursions; class exhibitions; class concerts.

3. *Business management*: Engagement contracts; recourse on unjust dismissal; school days and holidays; school visitors.

4. *Records and reports*: Daily register; general register; S. A. 2 reports; grade-age reports; catalogue-library, equipment.

NOTE:—The master in charge of Organization and Management is advised to secure from the Department (1) specimen pages from the register (2) printed directions (3) specimen contracts (4) S. A. 2 report forms (5) Grade Age report forms, etc., to afford the teachers-in-training adequate practice in filling in the above reports.

5. *The time table*: Apportionment of time among various subjects; special occasions and conditions, class time-tables in graded schools; teacher's day books of work.

6. *School organization*: Grading of pupils; methods of classification; promotions; types of examination; the special pupil—handicapped, backward, accelerated, foreign.

7. *The first day in school.*

8. *The school plant*: Class room accommodation—size, lighting, heating, blackboards, cloak rooms, etc.; equipment; care of class room; care of equipment.

9. *Management of social relations*: Professional loyalty, personal dignity; securng the co-operation of pupils; relations with others in the school—principal, teachers, pupils, the inspector, the board; relations with parents—acquaintanceship, dealing with complaints; relations with the community—home and school club, boarding house, neighbourhood feuds, politics, religion; personal welfare—health, worry, professional progress.

Primary School Activities

1. Purpose (1) to give teachers-in-training familiar knowledge and skill in the practice of the various activities (2) to study the pedagogical value and significance of the different forms and sequences: static and adaptive material; imitative and creative uses; equation with age interest and age ability.

2. *Building activities*: The Froebelian Gifts; possibilities; sequences; modern building material, its advantages and disadvantages.

3. *Montessorian material*: Theory of Montessori and of Froebel; use of material; limitations; adaptations of material and method to Kindergarten needs.

4. *Modelling*: Media—plasticine, clay, paper mache, salt and flour, asbestos fibre, wax, etc.; methods of preparation and use; advantages and limitations of each.

5. *Pegs, beads, lentils, parquetry paper, sticks, etc.*: Uses in early development of elementary ideas; later use as constructive material.

6. *Weaving*: Media—oil-cloth mats, paper mats, raffia, cord, yarn, reed; cardboard, mesh, spool and simple loom weaving.

7. *Sewing*: Cardboard sewing; use of coarse meshed material; simple stitches; simple articles.

8. *Folding, cutting and pasting*: Froebelian folding; sixteen square constructions; heavy paper, cardboard and corrugated paper construction.

9. *Wood work*: Strip wood construction; simple carving; project and correlative uses.

10. *Sand table, plasticine tray*:

11. *Songs, games, rhythmic exercises*: Equation with age interest and ability.

Methodology of Kindergarten Groups

1. *Songs, games and rhythmic exercises*: Selection of songs suitable in both music and words for young children; methods of teaching; development of appreciation for music; value of games in the education of young children, muscular controls, skills and habits, social adjustment, mental integration and purposefulness; selection of various types of games suited to the interests and needs of the growing child;

methods of teaching and conducting; educational values of rhythmic response; methods of developing rhythmic response; the rhythmic band.

2. *Stories and language training*: Principles governing the selection and presentation of the best story material and poetry for children at successive age levels; analysis of stories; the technique of good story telling: speech training; the mechanics of speech production; exercises for the development of speech control; faulty speech—types, causes, remedial training: language training; specific, relative and abstract words; growth of vocabulary—comprehended, used; method of building up language—conversation, language games, reproduction, dramatization, correction of faulty usage.

3. *Constructive activities*: Purposes—muscular control, skill, social adjustment, mental integration and purposefulness, out-turned interests; equation of the various types to age interests and age abilities; controlled play and free play, purpose of each; methods of teaching and supervising.

4. *Walks, school room observations, talks*: Purpose, to develop out-turned interests, to satisfy and stimulate mental awareness; materials and equipment; methods of conducting investigations and of organizing and consolidating new experiences.

Methodology of Grades I and II

In this part of the course the correlation and interdependence of the Kindergarten and the Grades of the Primary School are demonstrated and discussed. The purpose is to prepare the teacher-in-training to continue the spirit and essential methods of the Kindergarten in the more academic work of the primary grades.

The course will comprise methodology in Speech, Reading, Literature, Composition, Spelling, Mathematics, Social Studies, Natural Science, Art, Writing, Music, Manual Training, Health, Physical Training. The course has been outlined in greater detail in Circular 23, "Regulations of the Normal Schools" under the heading "Primary School Stage" in each of the several Courses of Study.

Books of Reference:

Amoss: Ontario School Ability Examination: Play Story Geography.
Amoss and De Laporte: Training Handicapped Children.
Blow: Mottoes and Commentaries of Froebel's Mother Play.
Board of Education, London, England: Report of Consultative Committee on Infant and Nursery Schools.
Bryant: How to Tell Stories to Children.
California Curriculum Committee: Teacher's Guide to Child Development.
Cather: Educating by Story Telling.
Conard and Stothers: How to Teach Print Writing.
Curry-Clippenger: Children's Literature.
Foster-Headley: Education in the Kindergarten.
Gates: New Method in Primary Reading: The improvement of Reading.
Gessell: The Mental Growth of the Pre-school Child.
Heywood: The Child, Learning and Living.
Hill: The Singing Period, Books 1, 2, 3, 4, 5, 6.
Hughes and Hughes: Learning and Teaching.
Inskeen: Child Adjustment in Relation to Growth and Development.
Johnston: Children in the Nursery School.
Lee: Play in Education.
Lincoln and Workman: Testing and the Uses of Test Results.
Luke: The Teaching of Reading by the Sentence Method.
McClintock: Literature in the Elementary School.
McMillan: Nursery School.

Melvin: The Activity Programme.
Morgan: The Montessori System Examined.
Morgan: The Psychology of the Unadjusted School Child.
Patterson: Teaching the Child to Read.
Peckstein-Jenkins: Psychology of the Kindergarten-Primary Child.
Poullson: In the Child World.
Pressey: Psychology and the New Education.
Russell: The Child and His Pencil.
Stone: Silent and Oral Reading.
Storm and Smith: Reading Activities in the Primary Grades.
Symonds: Mental Hygiene of the School Child.
The Canadian Speller: Books I and II: Manual.
Thom: Everyday Problems of the Everyday Child.
Trommer and Regan: Directing Language Power in the Elementary School Child.
Waterloo Rhythm Band Method.
Watkins: How to Teach Silent Reading to Beginners.
Wellock: A Modern Infant School.
Wieking: Education through Manual Activities.